



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

February 14, 2012

Dear Associate Teacher,

I would like to take this opportunity to thank new and continuing associate teachers, for accepting the responsibility of having our Biology Initial Teacher Candidates from OISE/UT in your school for a practicum experience. Your efforts as an Associate Teacher (Biology, Science, or Other) are a crucial element in the education of teachers, in particular science teachers for Ontario classrooms, and an important part of our program. We appreciate the added work and dedication it requires for you to assist, coach and supervise a teacher candidate.

The students in our program are very enthusiastic and anxious to participate in your classroom. Our Biology class has met weekly for four hours since September. In the first term we explored lesson planning, questioning, co-operative small group learning, an introduction to assessment and evaluation, components of grade 9 and 10 science strands, and laboratory activities. As well, every candidate planned and taught a short lesson to peers. This lesson was then analyzed for strengths and weaknesses. This term has seen our focus turn more to the different courses in senior biology. Each student has been part of a small collaborative group, which has created resources for a particular Senior Biology unit. Students were required to complete a wet lab and incorporate inquiry into the content in a meaningful way. In addition students have developed a teacher "hook" or demo. We have also continued to explore assessment and evaluation, discussing assessment for learning, assessment as learning and assessment of learning approaches. Part of their group projects included creating an assessment strategy for their assigned unit, which was carefully aligned with the achievement chart for science. Other topics we have discussed include inquiry-based projects, the Nature of Science, STSE education, the research process, aboriginal perspectives, cross-curricular literacy and environmental education.

Each candidate has completed one practicum session but this will be the first time teaching your precise array of courses. For some, this may be a significant "jump" to a new type of classroom environment, (e.g., moving from an initial practicum in Physical Education or English to the current placement in Biology). Teacher candidates are still at the beginning stages of their learning but with your support and expertise, they will be able to further grow as teachers.

To help support both your Teacher Candidate and yourself, the School University Partnership Office (SUPO) at OISE has posted many valuable resources, forms and information items at http://www.oise.utoronto.ca/supo/Forms_Resources/index.html. There you will find a variety of useful files including weekly expectations, formative assessment checklists, lesson feedback ideas and summative evaluation information.

Finally, I look forward to the opportunity to visit your school, see our teacher candidate in this practicum setting, and in particular, to meet with you. If you should have any questions or concerns, please do not hesitate to contact me. It is easiest to reach me by email as indicated below. Once again, thank you for your time, energy and commitment to education.

Sincerely,



Cheryl Ann Madeira

I/S Science/Biology Instructor

OISE/UT

416 978 0069 (b) or 416-768 5156 (c)

cheryl.madeira@utoronto.ca (preferred contact)

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

252 Bloor Street West, Toronto, Ontario, M5S 1V6 Canada

www.oise.utoronto.ca



OISE - PRACTICUM *BIOLOGY* PLACEMENT INFORMATION



PRACTICUM TWO – 2011-2012

Teacher Candidate information

Name	
Phone number (s) Indicate best for contact.	
Email you check DAILY	
TES Instructor	
Other Science instructor (if you are a double science)	

Host School and Associate Teacher information

Name of Host school	
School address (including city)	
Major intersection (and where school is from there)	
School telephone number and extension to reach you	
Name of Associate teacher	
**Email of Associate teacher	

Please discuss the following with your Associate:

a) Associate Timetable

In the space below, please provide the timetable of the associate teacher including times, periods, subject & grade, and room numbers ***Make sure you CLEARLY indicate which DAY is which on your form***See the sample on the back.

b) Which courses will you likely begin and when might you begin teaching? (This is important to help set up supervision visits.)

Time	Period	Day 1		Day 2		Day 3*		Day 4*	
		Subject/Grade	Room	Subject/Grade	Room				

“DAYS” SCHEDULE Please indicate which date is a day 1, day 2, special timetable days, etc.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	27	28	29	Mar. 1	2
Week 2	5	6	7	8	9
MARCH BREAK	12	13	14	15	16
Week 3	19	20	21	22	23
Week 4	26	27	28	29-Literacy Test	30